Comments to the Superintendent

Comment:
Please make tutoring at High School (HS) and Middle School (MS) more effective.

Response:
Tutoring services at the high school and middle school levels are being refined by prioritizing high-impact times (before school, lunch, and after school), aligning them with grade-level standards, and using student performance data to target support.

Comment:
Revisit the Raul Moreno Institute support for HS & MS students for targeted support.

Response:
Leadership is reviewing the Raul Moreno Institute's impact. Options include incorporating academic mentors into existing intervention schedules and aligning services with CCI-focused areas to boost student preparation.

Comment:
Define MTSS and PLC.

Response:
MTSS (Multi-Tiered System of Support) is a framework that supports the academic, behavioral, and social-emotional needs of all students. PLC (Professional Learning Community) refers to collaborative teacher teams that use data to plan instruction, assess student learning, and refine teaching practices.

Comment:
"Stop looking out the window, look in the mirror." — Ensure Tier 1 MTSS support is implemented by teachers adjusting instruction based on student needs.

Response:
This principle is embedded in Blueprint 3.0 through practices like reteaching and retesting (Blueprint 3.0 p.1), ensuring core instruction is consistently data-informed and responsive to student needs.

Comment:
Integrate college and career themes into classroom instruction at the MS and elementary levels.

Response:
The Academic Blueprint 3.0 promotes classroom goal-setting and academic language use that builds early college readiness skills. Goal 4.2 actions include expanding counselor-led workshops and teacher Professional Development for embedding college awareness across all grade levels.

Comment:
Make more college field trips and invite local institutions to present on careers.

Response:
College and Career Awareness efforts (Action 5.6) include expanding visits, guest speakers, and local college presentations. A districtwide event calendar will ensure early access at MS and elementary sites.

Comment:
Make college readiness class offerings consistent across sites.

Response:
Standardizing college readiness courses is a 2025–26 LCAP action priority to ensure equitable access and reduce disruptions caused by boundary changes (Action 4.2).

Comment:
How do we ensure students get info early enough to meet graduation and college goals?

Response:
Expanded academic counseling and early intervention are part of Actions 4.2 and 5.4. Students and families receive progress profiles, course planning, and A-G requirement updates starting in grade 6.

Comment:
Ensure counselors explain A-G requirements with resources, meetings, and materials.

Response:
Counselors are implementing quarterly A-G family nights, individual planning meetings, and distributing translated materials and infographics as outlined in Action 4.2 and Action 5.4.

Comment:
Prepare career readiness and certificate classes to meet current industry standards.

Response:

CTE and dual enrollment planning (Action 5.5) involves consultation with industry partners and post-secondary institutions to align offerings with labor market needs.

Comment:

Math support during and after school remains a priority. Improve communication between math teachers and parents.

Response:

The Academic Blueprint 3.0 strategies include family math nights and student goal-setting. Schools are adding math-specific communication via ParentSquare, progress checks, and classroom updates.

Comment:

We need more support for LTELs through MTSS.

Response:

Action 1.9 includes coaching for designated ELD and integrated instruction. LTEL student needs are now part of data reviews in MTSS meetings to provide tailored interventions.

Comment:

Support EL students in A-G classes.

Response:

Sites identify ELs at risk in A-G courses and schedule supplemental support. Academic counselors are trained to monitor EL course completion.

Comment:

Include ELs in STEAM events and offer presentation support.

Response:

Lunch and after-school STEAM clubs are open to ELs with dedicated language scaffolding support to ensure full participation (Action 1.14).

Comment:

What type of training will instructional coaches receive?

Response:
Instructional coaches will receive Professional Development on ELD strategies, academic discourse, and small-group instruction differentiation aligned with the California English Learner Roadmap.

Comment:
Ensure ELs receive direct instruction, not just computer time.

Response:
Site walkthroughs monitor instruction delivery. Teachers are directed to prioritize live instruction, supported by the Instructional Support Coach and site ELD coaches.

Comment:
Targeted after-school tutoring for ELs must be closely monitored.

Response:
Sites collect attendance, monitor language development goals, and assess EL progress quarterly to adjust tutoring strategies.

Comment:
Ensure students handwrite and practice grammar rather than relying on computers.

Response:
This is an excellent reminder. Curriculum pacing guides include daily writing, grammar, and spelling practice with hand-written submissions in classrooms.

Comment:
More in-person events and print materials for EL/Migrant families.

Response:
Family Outreach Liaisons are increasing in-person outreach for EL and Migrant families with newsletters, phone calls, orientation packets and workshops, meetings, and on-site events.

Comment:
More PBIS training is needed; address bullying (e.g., Punjabi boys).

Response:
All sites participate in PBIS training. Specific antibullying campaigns addressing cultural sensitivity (e.g., headwraps) are led by DEI and SEL teams.

Comment:
Address drug awareness through staff and student training.

Response:
Training modules for secondary sites include substance awareness for staff and peer leaders (coordinated through Student & Family Services).

Comment:
Involve behavior and SEL support staff in PLCs.

Response:
Support staff are scheduled in Tier 2/3 meetings to align intervention plans and discuss student wellness needs. It is an excellent practice to include this information with classroom teachers during staff meetings or PLC times.

Comment:
Movie nights to promote responsibility?

Response:
This is a wonderful idea. Some schools host movie nights to build community or as social events, but could expand those themes in response to advisory or leadership class follow-up discussions.

Comment:
Provide MTSS for SEL and behavior.

Response:
Behavior matrices, SEL screeners, and progress monitoring are embedded in MTSS platforms and reviewed in PBIS and/or PLC cycles.

Comment:
Train staff on empathy, equity, and cultural awareness.

Response:
Professional development for 2025–26 includes modules on cultural competence and trauma-informed care for all staff, especially new hires.

Comment:
More staff to help students with emotional needs. Reduce wait times.

Response:

Mental health teams review caseloads and add short-term triage support options as needed. This may include expanding hours through partnerships or an extended day for existing staff.

Comment:

More flexibility and support during conferences. Use professional interpreters.

Response:

Family Services will encourage all 2025 conferences to offer flexible hours and include interpreter scheduling as part of the event plan. Staff development involving FOLs and classroom teachers will focus on advocating for parent-friendly goals that will be shared.

Comment:

Ensure accountability for parent-friendly meetings.

Response:

Administrators are expected to conduct observations/evaluations and review feedback on parent-teacher conferences and parent events for effectiveness and authentic engagement.

Comment:

Teach students and staff about other cultures and formal registers.

Response:

Staff receive professional development on language registers and intercultural communication through the Diversity, Equity, and Inclusion department, in collaboration with Student and Family Services.

Comment:

Make buses safe and inclusive. What's the plan?

Response:

Drivers are required to receive annual training from the CDE and a renewal process every 5 years. All bus drivers are required to receive district training on the following modules:

- *California Department of Education Online Bullying*
- *Child Abuse and Neglect*
- *Pupil management, which covers group behavior, bullying, bus safety, establishing relationships, along with "dos and don'ts."*
- *Emergency procedures and passenger safety (unit 8)*
- *Transporting passengers with needs (unit 11), behavior management, support systems, etc.*

- *Modified NCI (nonviolent crisis intervention), which includes promoting positive behavior, students in crisis, and verbal de-escalation.*

Comment:
Ensure parents understand complaint procedures.

Response:
A clear, multilingual complaint process link is posted on Central's website, included in the Parent Teacher Handbook, and explained during Parent Committee meetings.

Comment:
Message overload on ParentSquare. Can we filter?

Response:
The district is collaborating with the Superintendent's office and Student and Family Services to examine ParentSquare usage guidelines, encouraging schools to consolidate announcements and offer message categories parents can opt into.

t Comment:
The district is doing great with messaging.

Response:
Thank you. We will continue refining messaging and ensure key info is accessible across all platforms.

Comment:
Justin Garza's staff is amazing.

Response:
We appreciate the recognition and will share the feedback with the Central High School JG team.

Comment:
Keep our FOLs. We love ours at Roosevelt.

Response:
FOLs remain a vital part of our family engagement strategy. Thank you for your support!